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DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION.

THE WORK OF AMERICAN COLLEGES AND UNIVERSITIES DURING THE WAR.

REPORT OF A JOINT CONFERENCE OF THE EDUCATION SECTION OF THE COMMITTEE ON ENGINEERING AND EDUCATION OF THE ADVISORY COMMISSION OF THE COUNCIL OF NATIONAL DEFENSE AND A COMMISSION REPRESENTING THE UNIVERSITIES OF CANADA, HELD AT WASHINGTON JULY 3 AND 4, 1917.

In the belief that the officers of American colleges and universities could profit much by a first-hand statement from responsible officials in Canada of the experiences of the higher institutions in that country during the war, the committee on engineering and education of the advisory commission of the Council of National Defense arranged for a conference between the education section of this committee and a representative group of university officers from Canada. The conference was held in Washington July 3 and 4. The list of American representatives in attendance is given at the end of this circular. The following gentlemen represented the Canadian universities:

Sir Robert A. Falconer, president of the University of Toronto.
Dr. A. Stanley Mackenzie, president of Dalhousie University.
Dr. H. M. Tory, president of the University of Alberta.
Dr. Frank D. Adams, dean of the faculty of applied science, McGill University.
Capt. William H. Alexander, University of Alberta.

In welcoming the Canadian representatives, the chairman reviewed briefly the establishment of the education section and its purposes and ambitions, which center in the desire for the preservation of educational institutions during the present crisis and which contemplate the determination of wise policies to be adopted by them. In the course of the following informal discussion, the principal topics which have caused American institutions uncertainty or uneasiness were somewhat fully discussed, the Canadian representatives

giving in brief the experiences of the institutions in their country. In substance the report of the Canadians is as follows:

The Canadian universities suffered great loss of numbers from the undergraduates and instructors at the beginning of the war, such men being among the first to respond to their country's call for volunteers. No effort was made to accord special treatment to university men nor to keep the institutions themselves together. The military authorities realized that it would be advantageous to offer the undergraduates a chance for military training at the universities. Accordingly, it was arranged that officers' training corps should be established in the universities, the training to constitute a part of the regular university work. Ordinarily this training covers a period of two years. In one of the universities upon which particular report was made, the instruction involves the devotion of two exercises of one and a half hours, or of three exercises of one hour each, weekly to military training, together with a lecture course of three hours a week for a year in military science. The latter course may be substituted for any one of the regular year courses in the curricula administered by the faculty of arts. The inclusion of physical training in the form of army "setting-up" exercises as a part of each period of the military instruction has been found of great general benefit to the undergraduate, showing itself in a marked fashion in his bearing and conduct in daily life. Experience shows that it is desirable to keep the undergraduate men, particularly in the arts courses, for two years before their enlistment. It is found that men who have had the first two years of the arts course, with the military instruction described, prove excellent candidates for commissions in the army.

The military instruction in the officers' training corps units in the universities is regularly given by members of the teaching force of the university, and these units are part, not of the overseas forces of the Dominion, but of the militia. Full equipment, with excellent service rifles, is provided by the Central Dominion Government for all university units. Much target practice is afforded the undergraduates, and skill in marksmanship is in many cases rapidly attained.

Not only has the shortage of officers made it impossible for regular army officers to be provided for the giving of military instruction in the universities, but it has been found in general that the regular university teachers prove more effective instructors for university men than the army officers. In particular the college teacher is more at home with the blackboard. Civilian instructors from the universities have also conducted voluntary classes in French and certain other subjects at the army camps, but the army officers have ordinarily provided all the prescribed instruction at the army centers.

New regiments are no longer raised in Canada, but all effort is devoted to the task of sending reinforcements to the regiments already overseas. In some cases a Canadian regiment has been nearly annihilated four or five times since the beginning of the war. As an instance of repeated and enormous losses, it may be stated that to keep the members of the Princess Patricia's Light Infantry regiment up to 1,100 men, through its long-continued series of casualties at the front, has necessitated the sending over of 6,000 men.

Contribution of undergraduates to the army on the part of the universities and colleges has amounted in some instances to as much as 70 per cent of the entire enrollment of men. One reason why this contribution has been so great is found in the fact that the university men have proved splendidly qualified for making officers. Where members of the teaching staffs of the universities have gone into active service, it is customary for the universities concerned to continue part of the salary, so that no financial sacrifice should be incurred by the individual through his enlistment in the army.

It has not been found necessary to modify university calendars in most cases. Medical schools have recently introduced a summer session for the final year in order that graduation might be hastened. Medical students of the two final years who have enlisted as combatants have been sent back by the military authorities to complete their course. The agricultural schools of the Dominion regularly are in session only from November 1 to May 1. Young men are therefore free for the work on the farms, and influence has been exerted of late to persuade the agricultural students to engage in farm work, rather than to enlist in the army, since many millions of acres of good prairie land in Canada are still uncultivated for lack of laborers. Some of the universities closed the year in the arts department three weeks earlier in the spring, so that university men might be available for the entire season of planting and harvesting, or might enlist in the regular army.

Appreciating that the stream of graduate students formerly flowing from Canada to German universities might continue for some years to be diverted to English and French institutions, the universities of Canada have requested that a three year's doctorate course be regularly offered in the universities of these two countries, and that scholarships be available there to Canadian students. This request has been favorably received, and the desired arrangements have already been made at some of these institutions. It is, however, a matter of earnest belief in Canadian university circles that it is best for the first degree to be taken in Canada before taking graduate study abroad.

In some cases undergraduates who enlist from arts courses have been allowed credit to the extent of one year toward graduation in

the four-year course as a recognition of active service in the war. No such credit, however, is allowed to students in the schools of medicine, law, or other technical professions, but occasionally a bonusing system is adopted.

The task of preserving in the minds of the people a consciousness of the need of education is a most important one at this time. One of the effects of the war promises to be the sharpening of the differentiation and the increase of the competition between the "idealistic" and the "practical" groups of studies. There will probably be a much greater immediate demand for the practical subjects. At the same time the war has stimulated the belief of the people in the ideal and spiritual things of life. The English show increase of faith in education at present, and have recently provided generous financial support for it. This appears to be a direct outcome of the war. The development of a right feeling toward the war on the part of the people is prompting to a readier sacrifice and a more willing service. Through such sacrifice and service they are coming to see that their lives are elevated. War has penetrated the thoughts of the citizens, and their response is seen in all their actions.

Various organizations have done much in Canada to help the people to a correct interpretation of the war. Not the least influential agencies in this work have been the universities. University extension lecturers have delivered helpful addresses on the meaning of the war in very many districts of the Dominion. Some of the universities have sent weekly printed letters or newspapers to all their representatives who are in active service. In this way the institutions hope to keep the bond strong between the soldier at the front and the college or university at home where his undergraduate days were spent.

In one, at least, of the Canadian Provinces a circular letter has been sent to all the school teachers and to all the members of the clergy urging them to persuade all the boys who are ready for college to enter this autumn, and to prepare themselves for the largest service to their country. A disproportionately large number of the finest product of the Canadian universities fell in the earlier days of the war. The Canadians believe that it is highly important that the United States should not suffer the same loss of highly-trained men.

The distance of Canada from Great Britain has made it infeasible for the laboratories of Canadian universities to render as much direct war service as they would otherwise have done, but they did much in the way of preparing sera and antitoxins and in testing materials to be produced by the Government for war use. The laboratories should be of great assistance to the United States in the

solution of some of its war problems. The newly formed Advisory Council of Canada is doing much to encourage research in the universities, particularly such research as may lead to the fuller utilization of the natural resources of the country. The sum of $100,000 has been made available to the council by the Government and is being used in part for the establishment of fellowships and scholarships.

As a result of the general discussion following the presentation by the Canadian representatives of the experience of the universities of the Dominion, the committee received and adopted without dissent the following statement and recommendations:

The college and university division of the education section of the Advisory Commission of the Council of National Defense has continued its study of the question of how our colleges may be of the greatest service to the country, both in the prosecution of the war and in the period of reconstruction that must follow its close.

At the conference of representatives of American colleges and universities held in Washington on May 5, the Secretary of War strongly advised that, while adapting themselves to the special needs of the war, these institutions should also maintain their general educational work and standards, and that young men should be urged to continue their training as far as might be consistent with the needs of the Government for special service. Since that meeting, public statements to the same effect have been made by the President of the United States and the United States Commissioner of Education.

The judgments thus expressed have been confirmed by distinguished representatives of Canadian universities, who have come to Washington to give the committee the benefit of the lessons learned from their experience during the war.

As the result of its study and conference, the committee now makes the following recommendations, carrying out more specifically the purpose of the resolutions adopted at the conference of May 5, to the end that their students may, before entering active service, reach the point of highest military efficiency and that the supply of trained and educated men may not be cut off more than is necessary either during the war or after its close:

We recommend, first, that each college endeavor to induce its students to continue their studies at least until the age of conscription and that students above that age who are not called to special service and who have not completed their education should be urged to do so.

We recommend, second, that each college make provision by any available means for military drill for all of its students who are physically fit.

We recommend, further, that at a point approximately one year before the military age provision be made wherever possible for a course in military science and tactics, such course to be substituted for one of the regular studies and to be given equivalent credit.

It was suggested that colleges desiring to secure the services of Canadian instructors in military training (without reference to the fact that instruction so given is not recognized by the War Department) might apply to Sir Robert A. Falconer at the University of

Toronto. Possibly a small number of Canadian officers who have seen service and are temporarily invalided may be available for this work.

The members of the college and university division of the education section of the committee on engineering and education of the Advisory Commission of the Council of National Defense are listed below. The names of those present at the joint conference with the Canadian representatives are marked with a star.

*Hollis Godfrey, Sc. D., member of the Advisory Commission of the Council of National Defense, president, Drexel Institute, chairman.
*Henry E. Crampton, Ph. D., professor, Columbia University, vice chairman.
*Frederick C. Ferry, Ph. D., dean, Williams College, secretary.
*Samuel P. Capen, Ph. D., specialist in higher education in the United States Bureau of Education, executive secretary.
Edwin A. Alderman, LL. D., president, University of Virginia.
*Guy Potter Benton, LL. D., president, University of Vermont.
Kenyon L. Butterfield, LL. D., president, Massachusetts Agricultural College.
*Augustus S. Downing, LL. D., assistant commissioner for higher education, University of the State of New York.
*Wilson Farrand, M. A., headmaster, Newark Academy.
*Guy S. Ford, Ph. D., director of the division on civic and educational cooperation of the committee on public information.
*Frank J. Goodnow, LL. D., president, Johns Hopkins University.
*Edward K. Graham, LL. D., president, University of North Carolina.
*Harry Pratt Judson, LL. D., president, University of Chicago.
Charles S. Howe, Ph. D., president, Case School of Applied Science.
A. Lawrence Lowell, LL. D., president of Harvard University.
Frank L. McVey, LL. D., president, State University of North Dakota.
*Alexander Meiklejohn, LL. D., president, Amherst College.
*Joseph A. Mulry, S. J., president, Fordham University.
*John S. Nollen, LL. D., president, Lake Forest College.
*Raymond A. Pearson, LL. D., president, Iowa State College of Agriculture and Mechanic Arts.
*Winthrop E. Stone, LL. D., president, Purdue University.
Henry Suzzallo, Ph. D., president, University of Washington.
William O. Thompson, LL. D., president, Ohio State University.
*Robert E. Vinson, LL. D., president, University of Texas.

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